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AUTHOR Wettersten, Jill A.

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ABSTRACT

This paper explores the leadership strategies of four exemplary high school department chairs. It develops a model based on social-exchange theory to show how chairs, as middle managers, must satisfy the expectations of both teachers and administrators. Data were derived from a case study of department chairs identified as exemplary in four suburban high schools in a large midwestern metropolitan area. Findings indicated that reciprocal exchanges between administrators and chairs and between teachers and chairs included the communication of information, the delivery of services and rewards, and a display of confidence and trust. The exchange relationships alone were not "transactional" or "transformational"; rather, the consequences of the exchanges may be either. The heads were not described by their colleagues as high-profile, unusually stimulating, or charismatic. However, their work created opportunities for teacher leadership, teacher-initiated changes, and collegial relationships, which in turn facilitated loyalty, trust, and a sense of community. Six tables and one figure are included. (LMI)

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LOW PROFILE, HIGH IMPACT: FOUR CASE STUDIES OF HIGH SCHOOL DEPARTMENTCHAIRS WHOSE TRANSACTIONS "TRANSFORM" TEACHERS AND ADMINISTRATORS

Jill A. Wettersten, Ph.D.

Paper presented to the Annual Meeting of the
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New Orleans, April 1994

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INTRODUCTION

The conceptual framework of transformational and transactional leadership has been the basis of numerous research studies of effective leadership for school reform (Bass, 1985; Leithwood and Janzi, 1991). Proponents of this framework advocate transformational leadership as a successful model for organizational change and school improvement (Leithwood, 1992). Transformational leaders provide charisma, intellectual stimulation, and individual consideration. They encourage followers to perform beyond expectations and to transcend self interests for the sake of the team or organization. By contrast, transactional leaders maintain the status quo. They specify and clarify tasks which followers perform and they reward satisfactory performances through exchange relationships (Bass, 1985; Burns, 1978).

This study demonstrates that leadership strategies based on a complex series of exchange or "contingent-reward" relationships not only preserve existing structures and routines. Exchanges can also stimulate organizational change and teacher-initiated improvements. The four leaders examined in this study are high school department chairs. They are not high-profile, unusually stimulating, or charismatic leaders. Yet, their work generates opportunities for teacher leadership, teacher-initiated changes, and collegial relationships. In each school presented in this study, the principal and other members of the administrative team support more delegated authority and less "top-down" decision-making. This support is essential for successful exchange relationships in this study. However, it is the chair as a "middle manager" who coordinates movement between teachers and administrators toward the accomplishment of departmental and school tasks. These chairs' leadership strategies which are based largely on exchange relationships create opportunities for many of the changes characteristic of transformational leaders.

Findings of this study are two-fold. First, they reveal that the four department chairs in this study engage in a complex series of exchanges between administrators, teachers, and themselves. These exchanges consist of specific practices which facilitate

communication, implementation of policies, and cooperative relationships between all three groups.

Secondly, the effects of the exchange relationships listed above are varied. Requests for help from these chairs by their teaching staff, such as additional seating space, may simply enable classroom instruction to function more smoothly . Other requests by teachers for autonomy in establishing a new teaching strategy may energize this group to develop a new curriculum. These effects may be transactional (routine) or transformational (innovative) depending on the nature and the impact of the consequences of the exchange. The exchange relationships alone are not "transactional" or "transformational." It is the consequences of these exchanges which may be either.

The following sections describe this study: (1) review of the literature, (2) conceptual framework, (3) research design, (4) discussion of findings, (5) conclusion, and (6) suggestions for further study.

REVIEW OF THE LITERATURE

The review of the literature is divided into several sections: **recent studies of high school department chairs, instructional leadership in high school settings, chairs as middle managers, formal and informal authority of chairs, and chairs as "transactional" and "transformational" leaders.**

Recent studies of high school department chairs. Recent studies of high school department chairs focus on individuals who not only have traditional tasks of curriculum development and implementation within their subject areas, but also the additional responsibilities of hiring, supervising, and evaluating teachers (Johnson, 1990; Klein-Kract and Wong, 1991; and Siskin, 1991). These added responsibilities offer chairs and teachers more leadership opportunities within their schools. They also offer more shared leadership responsibilities with administrators. Studies of chairs who successfully fulfill these responsibilities suggest closer examination of the position which one administrator in

this study claims to be "one of the most critical jobs in high school administration." Three general areas of responsibility for department chairs identified in the literature are: (1) curriculum development and implementation (which includes preparing and implementing budgets, (2) supervision and (in some cases) evaluation of instruction, and (3) liaison between the administration and the teachers within the department (Sergiovanni, 1984). Chairs play a dual role of teacher and administrator (Johnson, 1990; Hord and Murphy, 1985; Siskin, 1991). Like middle managers, chairs withstand pressures from the top as well as from the bottom of the school organization (Siskin, 1991).

Instructional leadership in high school settings. The term "instructional leadership" carries with it many meanings and ambiguities. In a broad sense, it can refer to "actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children" (Greenfield, 1987). In a narrow sense, it can refer to lists of common personal or administrative traits or characteristics usually associated with school principals whose work has been described as "effective" (Andrew, 1986; Blumberg and Greenfield, 1986; Dwyer, 1984; Hallinger and Murphy, 1985; Purkey and Smith, 1983; Rutherford, 1985). Given the wide range of descriptions and concepts in instructional leadership, it is necessary to select one definition to give clarity and focus . Instructional leadership will refer to **the coordination, supervision, and evaluation of curriculum and instruction within an academic discipline** (Sergiovanni, 1984). This definition applies more easily to high schools because of their organization around academic disciplines.

Currently, literature on schools emphasizes instructional leadership based on collegiality and shared decision-making among administrators and teachers (Barth, 1987; Murphy, 1991; Rosenholtz, 1989; Siskin, 1991). The principal may become not the instructional leader but the coordinator of instructional leaders (Glickman, 1991). Recently, the term "transformational leader" has been suggested as a replacement for the term "instructional leader." This change emphasizes not only shared decision-making with

teachers in areas of curriculum and instruction but also increased opportunities for teachers to assume responsibilities in administrative policy making (Brandt, 1992; Fullan, 1992; Leithwood, 1992; Schlecty, 1990, Sergiovanni, 1992).

Differences in the structure of secondary schools and elementary schools affect the ways in which instructional leadership may develop and function. Secondary schools are usually larger, more structurally complex environments than elementary schools (Johnson, 1990; Lee et al, 1993; Peterson, 1989). Secondary schools have department systems which are organized around academic disciplines (Lee et al, 1993; Little, 1992; McLaughlin and Talbert, 1990; Siskin, 1991). Classrooms, department offices, and even seating patterns at faculty meetings reflect academic segregation (Ball, 1987; Johnson, 1990; Lieberman and Miller, 1984; Sergiovanni, 1984; Siskin, 1991). Diversity in administrative roles, discipline-based curriculum, department organization, many extra curricular programs, and few direct linkages between the principal and teachers in terms of instructional supervision characterize most secondary programs (McLaughlin and Talbert, 1992; Peterson, 1989). It is not surprising that many high school principals rely on department chairs to communicate administrative policy to people in their department, to implement school programs, and to supervise teachers' work (Deal, 1987; Sergiovanni, 1984). Similarly, administrators rely on chairs to receive teacher input and feedback.

Chairs as middle managers. Earley and Fletcher-Campbell (1989), Hord and Murphy (1985), and Polansky (1986) described one of the functions of department chairs as being that of serving as a communication liaison. Chairs fulfilled this function by communicating with department members and linking teachers with administrators through the development of class schedules and department ideas. The communicated with parents and therefore linked the department with the community. Finally, they communicated with other departments by coordinating course schedules and student placements in classes.

Like middle managers elsewhere: shop foreman, sergeants in the army, and deans of colleges (Greer, 1955), chairs communicate administrative policy to teachers and try to mobilize support to implement the policies. They also communicate teachers' attitudes, suggestions, and reactions upwards to administrators. Perceived by teachers as fellow teachers (Marcial, 1984) rather than staff personnel, chairs are vulnerable to exclusion from informal relationships if they are too closely linked to the administration (Hord and Murphy, 1985). Administrators perceive chairs as quasi-administrators: subject specialists who are likely to be the loci power and influence in their departments (Hord and Murphy, 1955). While chairs acknowledged their administrative responsibilities, they did not often consider their role as being a powerful or authoritative one (Hord and Murphy, 1985). As chairs try to balance their relationships with the administration and teachers in the department, they are also cognizant that teachers and administrators as groups are not always of one mind. Teachers can be collegial and cooperative. They can share ideas, information, and work together to accomplish a given task. However, chairs have no formal authority to demand commitment or cooperation with the department. Teachers may choose to work together or independently. Literature in the areas of teachers' working relationships suggests this diversity (Little, 1990; Lortie, 1975).

Sometimes teachers are motivated to work with the chair or with others because of their identification with and commitment to the particular goals of a project. Rosenholtz (1989) discovered that cooperative efforts between teachers developed faculty cohesiveness. Teachers' self-reflection and sharing of ideas and experiences produced similar effects (Schubert, 1991, 1992). Smylie and Denny (1989) suggested that the organizational context in which teacher leadership developed strongly influenced the success of that leadership. The task of the department chair in a secondary school (like the elementary principal) is to try to develop cooperation in support of goals and procedures. Recent research suggests that the shared decision-making process is effective in accomplishing departmental and school improvements (Earley and Fletcher-Campbell,

1989; Greenfield, 1985; Sergiovanni, 1984). If agreement is not forthcoming, the chair must rely on other strategies to win compliance or abandon the project.

Formal and informal authority of chairs. As a middle manager, what type of authority or influence do chairs have to obtain compliance with their requests? Formal authority which is defined as "legitimated power" (Boyan, 1988; Burns, 1978) often varies between school districts (Hord and Murphy, 1985; Siskin, 1991). Chairs who are perceived to have considerable formal authority are responsible for the following: recommending teachers for tenure, evaluating teachers on a regular basis and scheduling teaching assignments (Johnson, 1990; Siskin, 1991). These forms of authority are limited in the sense that they do not apply to all situations for which the chair is responsible. In addition, the type of formal authority such as recommendation for tenure may not be equally applicable to all members of the department. Department chairs, like principal, have formal authority with limited boundaries for compliance. Given limited formal authority, chairs must rely on extensive use of informal authority or functional authority in order to increase cooperation from teacher and administrators in completing the chairs' tasks (Earley and Fletcher-Campbell, 1989; Hoy et al., 1978, Sergiovanni, 1984). This may take the form of utilizing strategies which provide incentives such as rewards and services to teachers (Burns, 1978; Sergiovanni, 1992). It may also be seen in the chairs' abilities to inspire trust, loyalty, and confidence among teachers in the department through personal credibility and expertise as teachers and managers (Sergiovanni, 1984). Informal authority is obtained from the shared attitudes and initiative of the followers which are based on perceptions of the quality of the chairs' leadership behavior (Greer, 1955; Sergiovanni and Starratt, 1983). Chairs in this study depend heavily on informal authority to accomplish their tasks.

Chairs as transformational and transactional leaders. The term "transformational' leadership" was used by Burns (1978) to refer to leaders who recognized and manipulated needs and beliefs of followers in order to get their support.

However, the process extended beyond the immediate goal of leader self interest. The leader could become "transformed" in the process of trying to satisfy the needs of potential followers. He or she could begin to pursue a new goal or vision which was originally inspired by the follower. Both leader and follower would become "transformed" in the process in such a way that individual needs were absorbed into a different and more mutually satisfying goal which transcended individual self interests. Leithwood (1992), Sagor (1992), Fullan (1992), and Sergiovanni (1992) emphasized that transformational leadership stretches beyond the goals of the administration or individual teachers to a mutually satisfying vision reached through collaborative relationships between both groups. This perspective supports the concept of collaboration which is associated with "transformational leadership" within school settings.

Transactional leadership contrasts with transformational leadership according to Burns (1978) . Leaders and followers exchange goods, services, and other forms of rewards for support such as cooperation or compliance. Both teachers and administrators engage in transactions or exchanges in order to satisfy the self interests of either group. Leithwood (1992) associates transactional or exchange relationships with maintaining the traditional school administrative hierarchy. The two forms of leadership, transformation and transactional, suggest possible options for department chairs interested in leadership strategies which would increase informal authority.

Bass (1985) attributed the following characteristics to transformational leaders who have the ability to motive individuals to perform above expectations: (1) personal charisma which inspires within workers a sense of mission, loyalty, and trust, (2) intellectual stimulation which provides guidance in problem solving and teacher autonomy in arriving at solutions , and (3) individualized consideration which enables the leader to respond to followers' personal needs. According to Bass, transactional leaders encouraged workers to perform at standard expectations and to satisfy basic needs. They possessed the following characteristics: (1) ability to reward followers for satisfactory

performance of tasks and (2) management by exception which provides negative feedback for failure to meet performance standards. Silins (1992) tested Bass' model. She found that it was difficult to isolate effects on school outcomes of transformational and transactional leadership behavior as defined by Bass. The complexity of school contexts tended to mediate the impact of the separate variables for transformational and transactional leaders which covaried in her study. Leaders could easily blend aspects of both leadership styles in their relationships with followers.

Summary. As leaders, department chairs may use different strategies (or leadership styles) in order to develop cohesiveness and cooperation within their departments. They may rely on personal qualities or traits such as personal charisma, trustworthiness, intellectual stimulation, trustworthiness, or a caring attitude to win support of department members or administrators. They may exercise personal judgment such as deciding when to consult teachers for input into decisions and when to leave them alone. They are likely to capitalize on whatever formal authority they have to win cooperation such as teacher evaluations or scheduling of classes. Chairs also utilize whatever informal rewards or exchanges which have proven successful in the past such as coverage of teachers' classes or offering choices of assigned duties. They may also analyze and reflect on what values, moral principles, and shared beliefs exist within the departmental and school culture which could be a means of harmonizing conflicting interests in the pursuit of common ideas. Chairs may also encourage teachers to develop and practice their own leadership strategies within collegial school environments. Whatever, the exchange or strategy, the outcome may facilitate routine behavior or stimulate positive changes.

CONCEPTUAL FRAMEWORK

Exchange theory provides the conceptual framework for this study. Because chairs are middle managers, they must satisfy the expectations of both teachers and

administrators. One means of satisfying those expectations is through a series of exchange relationships between the two groups. Exchange theorists suggest that social behavior is based on the desire for personal rewards and the weighing of costs (Blau, 1964; Ritzer, 1988). Rewards for chairs from administrators can be tangible, such as: increased budget allotments, scheduling preferences, or approval of a project. Rewards can also be intangible: support, trust, and cooperation. Relationships between chairs, administrators, and teachers can be adversarial or consensual based on the extent of shared values between the parties (Anderson, 1991; Ball, 1987; Blase, 1991; Greenfield, 1991; Mansbridge, 1990; Willower, 1991).

RESEARCH DESIGN

To observe exchange relationships between chairs, teachers, and administrators, I selected the case study method of research. This method would enable me to examine leadership strategies of highly capable chairs in their complex school environments as they attempted to work with department members and administrators.

The study was designed to examine the position of high school department chairs in highly advantageous settings so as to maximize the potential of this leadership position. Chairs' opportunities for leadership were not obstructed by financial or socioeconomic problems within the local community. In addition, districts were chosen which offered chairs a great deal of administrative responsibility and support in running the instructional program in their academic areas.

The identification of leadership potential of department chairs in these settings was further enhanced by the selection of subjects who were considered by administrators and other teachers to be "exemplary" in their jobs. "Exemplary" was defined as demonstrating excellence in working with administrators and teachers, excellence in departmental leadership, and credibility as a good teacher. I wanted to examine the leadership qualities of these chairs' which others (teachers and administrators) labeled "excellent". Other

chairs within the same schools who operate under equally advantageous conditions but who were not considered to be "exemplary" were not included in the study.

The school settings for the study consist of four suburban high schools in separate districts included in a large metropolitan area in the Midwest. The school districts vary in number of schools in the district and in the size of student populations. Populations range from approximately 1200 to 2800 students per school. Minority student representation is from approximately 6% to 15% of the student body; the largest ethnic group is Asian. Achievement test scores and academic achievement are among the highest in the area in three of the schools. Socioeconomic status of students' families in all settings is upper middle class. Each school has extensive financial and educational support from the community. Average teacher salaries range from $50,000 to $58,000 per year. (See Tables 1 and 2 below).

Table 1. Background Information on School Settings.

Topic	Jefferson	Hamilton	Edison	Lincoln
1. Number of schools in the district	2	1	2	2+
2. School population (approximately)	1200	2700	1750	1550
3. Size of faculty	129	259	160	101
4. Total number of chairs	9	18	13	5

Table 2. Background Information on Chairs.

Topic	David	Bill	George	Peg
1. Number of years as chair	5	21	13	5
2. Number of classes taught	1	1	2	0
3. Number of academic disciplines supervised	2	1	1	4
4. Number of teachers in the departments(s)	21	28	14	26

The four chairs were chosen by recommendations from at least two independent sources: fellow teachers, administrators, and/or colleagues from other schools. Four chairs, three males and one female, agreed to be "shadowed" during the school day for 3 weeks over a several month period. The field work began in the spring of 1991 and was completed in the fall of 1992. This arrangement was made to observe the chairs during different seasonal phases of their work.

Job descriptions of each chair are similar. Each hires and fires teachers, supervises and evaluates teachers, and directs the curriculum and instruction in departments. Each chair influences general school policy as part of an advisory group of chairs which meets regularly with the principal and administrative team.

Data were gathered by note-taking of observations of the chair's activities and by note-taking of interviews with the chairs, teachers, administrators, and other chairs in the building. Administrators and teachers in the chairs' department(s) were asked to respond to the following questions: (1) How would you describe the position of department chair? (2) How does this position impact on your own job? and (3) Is the position of department chair a necessary one? A total of 17 administrators and 55 teachers were interviewed.

Written protocols were developed from field notes. Printed materials were collected such as: job descriptions, school policies, school handbooks, and historical information such as school newspapers and daily bulletins. Confirmation of general conclusions suggested by the data was given by both the chairs and principals during debriefing sessions prior to my departure from the schools. Follow up confirmations of additional details were made with the chairs as needed.

Data were coded and analyzed according to established categories. Comparisons were made between perceptions of people interviewed within each school as well as information collected by the "shadow." A synthesis of the coded categories was developed from which I established generalizations.

FINDINGS

The purpose of the study was to investigate the leadership strategies of four exemplary high school department chairs as they attempted to fulfill their extensive responsibilities with limited formal authority. The findings indicate that these highly effective chairs created informal authority through exchange relationships with their department members and with their administrators in order to successfully accomplish their tasks. These relationships satisfied the self-interests of both groups. They also contributed to opportunities for shared leadership between teachers and administrators which transcended self-interests. Finally, the chairs were able to integrate individual

teachers' interests and concerns with departmental and school cultures in order to create harmony, cohesiveness, and vitality within their working environments.

Findings indicate that despite different school environments, the chairs engaged in similar leadership practices as middle managers. These leadership practices are as follows:

1. Chairs maintained constant communication with both administrators and teachers in their departments. By doing, this, chairs were informed of problems and were able to determine how best to respond to them. They were also able to anticipate needs of administrators and teachers more easily.

2. Chairs made conscious efforts to consistently deliver services and rewards to members of their departments and the administration. For department members, they provided prompt responses to material needs such as additional supplies, furniture, or classroom space. They provided responses to person concerns such as help with student discipline, family problems, and career interests. These chairs gave helpful solutions to problems as well as sensitive encouragement, support, and praise for accomplishments. For administrators, chairs responded promptly to requests for information, suggestions, and implementation of policies. The kept peace" within their department, supported administrative "visions" for the school, and informed administrators of issues or events which might jeopardize positive school or community relationships. They were informed "servants" to their administration and to their departments.

3. Chairs related to teacher and administrators in a collegial manner. Teachers in the departments appreciated shared decision-making and opportunities for teacher leadership. Their own professional growth was enhanced by the services of the chair who encouraged them to seek challenging responsibilities both within and outside the school. The chairs also related in the same way to administrators. They were generally supportive of administrative polices but they also represented teachers' views on department and school issues clearly and frankly when there was disagreement with administrative actions. Lines of authority between administrators and chairs were fluid. Administrators treated

chairs as members of the administrative team who happened to teach one or two classes. Similarly, lines of authority between teachers and chairs often blurred. Chairs deferred to teaching colleagues whose expertise on issues surpassed their own.

4. The chairs in this study displayed the following personal attributes: trustworthiness and fairness as supervisors, competence as teachers and scholars, organizational and political skills as middle managers, and sensitivity as human being to individual differences of both administrators and teachers. These qualities as well as the leadership strategies mentioned above enhanced the informal authority of the chairs in this study.

5. Finally, these chairs facilitated a series of complex but harmonious relationships between the administration and the teachers in their departments. (See Figure 1, p.24.) These relationships were based on separate exchanges between the chairs and teachers in the departments and between the chairs and administrators. Teachers, administrators, and chairs each "gave" and "received" material and psychological "rewards" as they attempted to carry out their responsibilities within a complex school setting. Chairs became valuable "bridges," "links," or "linchpins" between the two groups enabling both groups to function smoothly in their separate but related spheres. Despite limited formal authority, these chairs were able to create authority as instructional leaders within their departments and within their school by means of the leadership strategies and personal traits as specified above.

Cooperation and cohesiveness between the administration and teaching staff were facilitated by the consistent responsiveness, service, and supportive behavior of these exemplary department chairs. Similarly, cooperation and cohesiveness between members of the departments were facilitated in the same manner. Chairs in this study were valued by both teachers and administrators as integral parts of the school administration and teaching staff. Their informal authority as instructional leaders and middle managers far

exceeded the formal authority stated in their job descriptions. They represented in this study, as one principal observed, "the most critical role at the high school level."

An additional finding of this study of four exemplary high school department chairs illustrates the potential of this position for transformational leadership within high school settings. Not only were chairs given opportunities to make decisions within their own departments, they extended this opportunity to their teachers. Chairs shared leadership and decision making with their colleagues within their departments. This practice expanded teacher leadership opportunities for classroom teachers were wished to create additional challenges for themselves in their professional lives. In this respect, an exchange relationship between chairs and teachers, (for example, the chairs' extending autonomy for decision-making to teachers in return for development of a new program which brought an increase in student achievement) illustrates a transformational outcome of the exchange process. These chairs demonstrated both transactional and transformational behavior while using the exchange process. Leadership strategies of cooperation, service, collegiality, and shared decision-making enabled the chairs to win support from their teachers for additional projects while giving teachers satisfaction and opportunities for success.

Findings of this study are presented in the following order:

1. A series of expectations of the chairs held by administrators and teachers derived from interviews with both groups.

2. A description of expectations of administrators and teachers by the chairs derived also from interviews and observations.

3. A descriptive model (See Figure 1) which summarizes exchange relationships between teachers, chairs, and administrators. This model illustrated how the expectations and practices of administrators, teachers, and chairs are interrelated in a complex series of exchanges.

4. Selected quotations from chairs, administrators, and teachers from each of the schools which illustrate both transactions and transformations from the exchange relationships.

Administrative Expectations of Chairs

The responses of administrators to questions about the nature of the position of department chair and how chairs are used by administrators strongly indicated that department chairs were instructional leaders within their departments. Chairs supervised and evaluated teachers, coordinated curriculum and instruction, and were given autonomy to "run" their departments. Administrators counted on chairs to keep departments running smoothly.

The expectations of chairs by administrators across schools were consistent in some areas but not in others. All administrators described the job of department chair as that of an instructional leader. Almost all administrators mentioned that chairs represented department interests to administrators. Because the interviews were open ended, not all administrators described the same functions of chairs. I did not suggest a series of functions to which they could respond. They were asked to give their own interpretations of the chair's functions. More detained descriptions of their positions are given in a doctoral dissertation completed in the fall of 1993.

Table 3. Summary of Administrators' Views of the Chair's Job

Administrators (Total: 17)	Jefferson n=4	Hamilton n=5	Edison n=3	Lincoln n=5
Descriptions:				
1. Chairs are the instructional leaders of the department with autonomy to supervise, evaluate, direct curriculum and instruction.	100%	100%	100%	100%
2. Chairs represent departments to building administrators and communicate information between them.	50%	60%	100%	100%
3. Chairs resolve conflicts in their departments.	50%	40%	0%	80%
4. Chairs possess tolerance, flexibility, and credibility.	0%	60%	0%	100%
5. Chairs provide services to teachers and students and direct staff development.	100%	0%	0%	100%

Administrators expected to receive from chairs communication about department issues, concerns, and needs so that these might be addressed by the administration. Administrators valued chairs' reactions to administrative policies and issues in order to determine how easily policies could be implemented. Administrators wanted chairs' commitment to administrative "visions" or goals so that they might be more successfully assimilated into school policies and programs. Administrators relied on chairs to carry out policies and programs within departments. Finally, administrators depended on chairs to maintain peace and harmony within the departments. As middle managers, chairs were expected to reconcile differences between department members, between parents, teachers and students, and between other faculty members and the department.

Teachers' Expectations of Chairs

Like the responses of administrators to questions during the interviews, teachers' responses were not uniform across schools for the following reasons: (1) they were asked to describe the position of department chair according to their own impressions which may or may not correspond to those of other teachers in their department or other schools. (2) I did not suggest tasks for chairs for them to consider. (3) Teachers gave their personal appraisals of what chairs did to affect their jobs which differed within departments and across schools according to teacher preferences. They generated their own list.

Table 4. Summary of Teachers' Views of the Chair's Job

Teachers (Total: 55)	Jefferson n=13	Hamilton n=13	Edison n=11	Lincoln n=18
Descriptions:				
1. Chairs are liaisons and advocates of the department to the administration on issues such as: scheduling, budget, supplies	61%	62%	82%	39%
2. Chairs are curriculum coordinators.	38%	69%	73%	33%
3. Chairs provide resources, supplies, and teaching ideas.	69%	85%	73%	0%
4. Chairs serve and support teachers; they are problem-solvers.	38%	54%	0%	72%
5. Chairs clarify values and create group cohesion	38%	0%	73%	0%

Teachers described chairs as "liaisons" to the administration who were expected to represent teachers' points of view on policies and issues. Chairs were also expected to provide materials, equipment, teaching ideas, and solutions to problems related to classroom needs. Teachers expected to have their views represented to the administration

by the chair. They welcomed autonomy and trust in their professional judgments. Chairs fulfilled these expectations by encouraging but not mandating new administrative programs developed without teachers' input or support. Teachers expected chairs to demonstrate fairness, to provide support for development of teaching skills, and to encourage opportunities for career development within the district. Teachers noticed when chairs promoted teacher leadership opportunities within the department and in the school. Finally, teachers applauded chairs' efforts to develop collegial relationships with teachers. These relationships built trust, cooperation, and cohesiveness.

Administrators' Views of Chair's Impact

Chairs affected administrators' jobs by keeping them informed of problems within departments and of teachers' opinions regarding school issues and policies. Chairs also were expected to implement school policies within their departments. Chairs were valued as "sounding boards" for administrators who relied on chairs' expertise as subject area specialists and as department leaders and managers.

Table 5. Summary of the Impact of Chairs on Administrators' Jobs.

Administrators (Total: 17)	Jefferson n=4	Hamilton n=5	Edison n=3	Lincoln n=5
Descriptions:				
1. Chairs implement school policies and school visions.	50%	40%	67%	100%
2. Chairs act as "sounding boards" for administrative ideas; they bridge gaps between teachers and administrators.	50%	40%	0%	80%
4. Chairs empower teachers as assistant chairs, teacher leaders; they develop professional growth opportunities for teachers.	50%	0%	45%	0%
5. Chairs help make decisions within the department as well as within the school.	50%	0%	40%	0%

Teachers' Views of Chairs' Impact

Teachers noted that the greatest impact chairs had on their jobs was the material and psychological support they provided. Personal recognition, encouragement to try new ideas, professional growth opportunities and career advancement were services and rewards of "support" valued by teachers. Collegiality, shared decision-making, and teacher leadership opportunities created cohesiveness and cooperation with departments. All chairs in the study were applauded by their department members for efforts to serve or help them in both their professional land personal lives. The chairs took a personal interest in each member of the department and helped them plan their career goals with the district. Several chairs worked out multi-year career development guidelines for their teachers.

Table 6. Summary of the Impact of Chairs on Teachers' Jobs

Teachers (Total: 5)

:Descriptions	Jefferson n=13	Hamilton n=13	Edison n=11	Lincoln n=18
1. Chairs provide personal support.	54%	85%	64%	78%
2. Chairs encourage you to try new things.	62%	85%	45%	72%
3. Chairs create collegial relationships in the department.	69%	85%	55%	50%
4. Chairs give autonomy for development of individual ideas; "My chair treats us as professionals."	62%	62%	73%	56%
5. Chairs encourage teacher leadership in curriculum development, hiring, and scheduling of classes.	62%	85%	45%	39%
6. Chairs encourage professional growth including career movement and committee assignments.	31%	100%	55%	44%

Expectations of Administrators and Teachers Held by Chairs

The chairs in the study were described as "middle managers," "liaisons," "buffers," and "bridges" by both teachers and administrators. The chairs saw themselves in these roles as well. David Heintzelman of Jefferson High referred to his job of being a "linchpin" between teachers and administrators. In order to be able to satisfy the needs and requests of both groups, David and the other chairs had to be in close communication with them in order to perform services for them. Conversations with chairs and observations of the behavior with teachers and administrators indicated that chairs performed services for administrators. In exchange for these services, chairs needed (and expected) to benefit in several ways.

Chairs' Expectations of Administrators. Chairs desired information from administrators about ideas and policies being considered for adoption with the school which impacted on teachers. This enabled chairs to prepare departments for them. Administrators valued the advice and counsel of these chairs. Chairs would assist administrators in problem-solving. Chairs also desired autonomy to make decisions and implement ideas and programs beneficial to the departments. Chairs were respected as leaders in their academic areas, skilled managers of budgets and scheduling, and creative intermediaries in resolving conflicts involving teachers, students, and parents. For these reasons, administrators frequently granted these chairs' requests for budget increases, scheduling accommodations, additional supplies, and professional growth opportunities as requested by chairs for their teaching staff. Chairs depended on administrative compliance with their requests in order to maintain credibility as people who "delivered" to their department(s).

These chairs welcomed praise and recognition as exemplary leaders through formal recognition of completed projects, merit raises or bonuses, and personal thanks. Rewards and recognition were as motivating to chairs as they were to teachers. Chairs desired and appreciate acceptance and respect as fellow colleagues and administrators who shared instructional leadership with principals and assistant principals within the school as part of an "administrative team."

Chairs' Expectations of Teachers. Chairs performed services for teachers. They also gave them rewards and incentives. In return, chairs needed and expected to benefit from these services and rewards in several ways. Chairs depended on communication from teachers about problems, needs, and other issues of concern to teachers in order to be able to be informed. Teachers communicated with chairs with the expectation that they chair would be trustworthy , knowledgeable, and responsive. Chairs needed commitment from teachers to departmental projects and group activities both academic and social in nature. Chairs wanted cooperation with requests from the administration or the chair for

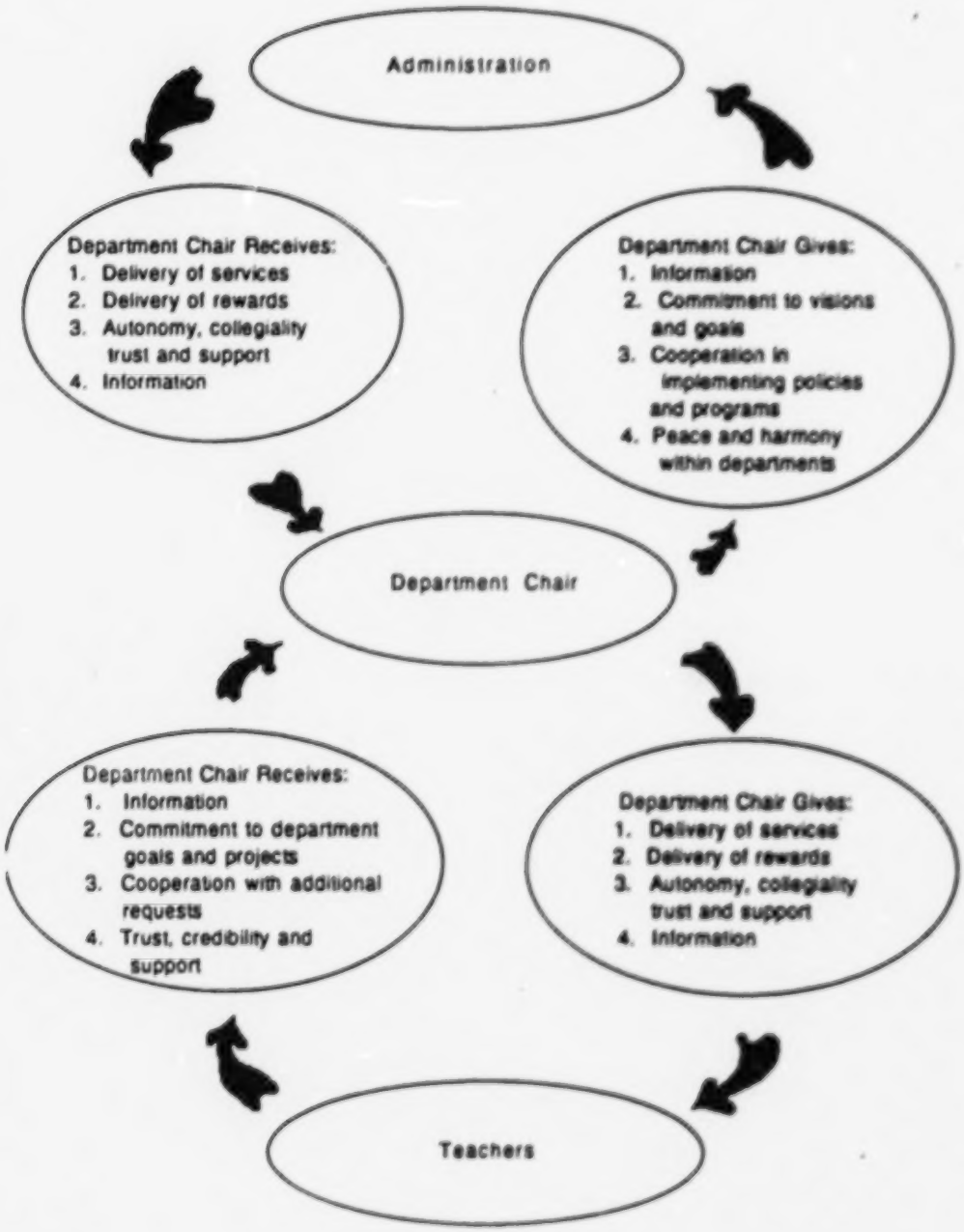
extra paperwork, meetings to attend, and other additional favors. Finally, chairs cultivated teachers' trust and respect as credible teachers and scholars. This credibility enhanced their informal authority as department leaders and managers as did the chairs' reputation as considerate, sensitive human beings.

Explanation of the Model

The model shown in Figure 1 depicts the series of exchange relationships between the chairs and their administrators and teachers. According to the model, the flow of communication and delivery of services and rewards is continuous from the administration through the chair to the teaching staff and back through the chair to the administration. What the chair receives from one groups facilitates his or her delivery of services to the other. Objects expected from and granted by the administration through the chairs to the teachers consist of tangible items such as number of classes in a subject area, class size, budget allotments, time schedule preferences, and financial compensation for special projects. Intangible rewards from administrators to chairs include praise, recognition, and career advancement advice. Autonomy, collegiality, and trust are also expectations of administrators from chairs.

In exchange for these gains, chairs deliver to administrators various services which include: preparation of reports, preparation and implementation of budgets, preparation of teacher evaluations, and communication of information pertaining to departmental business. Less tangible services include: commitment to the vision and goals of the administration, information of how the department is reacting to administrative policies, and information about possible problems in the department which might involve personnel, parental, or community concerns. Administrators expect chairs to have peaceful, harmonious, and contented departments. If chairs perform well as leaders and manager of their departments, they are given trust and respect by the administration. Chairs receive information about school issues from the administration which pertains to department school leadership. If the administration

Figure 1. Model of exchange relationships between high school department chairs, administrators, and teachers.



delivers what is asked, the chairs return feelings of trust, credibility, and respect for administrative leadership. These feelings stimulate chairs to perform additional services for the administration and departments. They inspire commitment and loyalty to the program.

The communication of information, the delivery of services and rewards, and a display of confidence and trust represent reciprocal exchanges between chairs and administrators. These exchanges are also evident between chairs and teachers in the departments. Like administrators, teachers ask chairs to deliver services, rewards, and information. These services may include acquisition of materials and equipment for classroom teaching, class coverage for absences or extra duties, ideas for improving teaching, help with student discipline and parent complaints, and relief from administrative paperwork. Additional, more intangible services or rewards include autonomy and collegiality in making decisions, praise and recognition for successful teaching and departmental work, interest and advice in career development, and inspiration or stimulation to improve curriculum and instruction.

Department chairs must demonstrate competence as managers and expertise as master teachers to earn credibility and respect from teachers. If teachers are satisfied, they exchange with the chair the following services or support: cooperation in fulfilling administrative and departmental goals and assignments, trust in and support for the chair's leadership, fulfillment of special requests made by the chair, and communication of information about issues, concerns, and problems occurring within the department. If channels of communication are open between the chair and teachers in the department, if the delivery of services and rewards are mutually experienced, and it department members feel that they are being treated "professionally," the department will function cohesively.

For the full series of exchanges between chair and administrator and chair and teacher to flow smoothly, every stage or aspect of it must be in operation. Administrators must deliver services and rewards to the chairs to that the chairs can deliver them to the

teachers. Teachers who receive services will be likely to volunteer their own services when asked in the future. Communication from the teachers to the chairs must occur for the chair to be able to communicate effectively with administrators. Extension of autonomy, credibility, trust and respect must be evident between the chair and both groups so that open communication and conscientious delivery of services and rewards will continue. This sequencing of exchanges contributes to harmonious, "professional" relationships between all three groups. If any of the exchange relationship are obstructed, the chair will not be able to obtain services and rewards for his or her department as easily as in the past. Louise Abano, from Jefferson High, said about David: "His clout is our clout!" Similarly, unrest or discontent within the department may alter the administration's trust and confidence in the chair and services and communication may be disrupted. Feelings of trust, credibility, and support flow from administrators through the chairs to the teachers and back again when information and delivery of services and rewards are exchanged smoothly and collegially throughout the system. The chair, in the center of the flow, acts as the "linch-pin" who balances, accommodates, and adjusts the flow of exchanges. The responsiveness of the chair to the goals, needs, and interests of both groups, above and below, determines their satisfaction.

Below is a summary of the reciprocal relationships:

Chairs provide to administrators:

1. Information about departmental issues and concerns
2. Personal and departmental cooperation and support for most administrative goals and policies
3. Peaceful, harmonious, and productive departments

Chairs receive from administrators:

1. Information about school policies
2. Support for departmental requests for services or supplies
3. Autonomy, collegiality, and trust

Chairs provide to teachers:

1. Information about administrative policies and practices
2. Delivery of services and rewards which relate not only to classroom needs but to professional and personal development as well.
3. Autonomy, collegiality, and trust

Chairs receive from teachers:

1. Information about departmental issues and concerns
2. Commitment to departmental goals and projects
3. Cooperation with additional requests for help
4. Trust, credibility, and support

Examples of Transactional and Transformational Outcomes of Exchanges

The following case studies include brief descriptions and quotations pertaining to the department chairs, their views about their jobs and departments. Quotations from the chairs, their administrators, and teachers reveal the variety of exchanges which they have with each other. The quotations also illustrate the terms and outcomes of these exchanges which can be either transactional or transformational.

Jefferson High: David Heintzelman, Social Studies and Foreign Languages Chair

David Heintzelman is one of 9 department chairs in the school; one of two who have responsibility for more than one academic discipline. He has been the chair of the combined Social Studies and Foreign Languages department for 5 years. He has been teaching social studies for 23 years and still thoroughly enjoys doing so. Unlike other chairs in the study, David did not teach in the district prior to becoming a chair. He has had to "win over" both departments by establishing credibility, trust, and support without violating his responsibilities and loyalty to the administration. He observes:

> You would not want to be a Foreign Language supervisor in charge of Social Studies. The Foreign Language people are very generous. But, if the Social Studies people detect that you can't do something, they don't trust you. They ignore the assistant principals. I am always happy to teach, happy to show them that, yes, I can do it. They demand credibility.

David describes his collegial leadership style:
Ninety percent of the time teachers do what they want. Teachers are happier if they make decisions. Curricula is put together by mutual agreement of the department. It is a collegial decision...The department does not like being told what to do. I make no unilateral decisions. That's my style. Here, we hire good people and then get out of their way!

Frank Allerton, David's principal, describes his own collegial leadership style:
I am not the instructional leader. My survival is based on this realization. Students benefit from chairs having this responsibility. The department chairs are the 'experts in residence' of the discipline they are responsible for. This is not to say that I have wiped my hands of instruction. But, I believe we have 8 or 9 specialists in those areas. I view chairs as experts both in their areas and capable of being global administrators who can look at issues not only within the department but within the school at large....I love the collegial model. We each take parts of the job of administration. I think that people like that I've been a department chair, assistant principal, and other things. It gives me credibility and you avoid doing things you would do unintentionally to make them powerless.

Jefferson teacher Louise Abano describes her views of department chairs' roles and responsibilities which includes knowing the "something for:"
They (chairs) have the power of God over the teacher. The chair determines whether you keep your job, the pecking order within the department, and the betterment of teachers in terms of money, station, and job security. Chairs have a strong influence over other administrators, including the principal. The are 'people in the middle,' not welcome in either group. They generally have better people skills and they demonstrate efficiency in budget planning over time. They meet crises year by year. They have to prove themselves fast - within 2-3 years....The chair carries out policies of the board and administration as effectively as possible. From the teaching staff perspective, the chair is a resource person, an expediter from a different point of view. Whether or not they do it well, they are also disciplinarians and evaluators up and down the line. Resources can be such material as chalk and supplies. They can also be time, speakers, and ideas. Chairs also affect the allocation of teachers and students in the department...Chairs serve and facilitate. They also exercise leadership and implement policies. Here, they leave you alone to do your thing. They stay out of your way because they assume you're professional. ...For ideas, project, and techniques, he's a good resource person. As far as politics goes, he's consultative. He realizes the "something for."

Scott Douglas, a teacher at Jefferson High, adds his views of the exchange process:

> David is good at understanding the politics of the job. If he asks me to do something I don't want to do, I will do it without rancor. Other things that he may ask me to do, I'll get compensated for. (Such as substituting for a teacher during a class period.) He has a Christmas Party for the department at his house. He gives us tickets to a ball game. He gives us gifts at Christmas. If he wants to add a student to my class, I'll say 'okay.' H knows he's going to ask for our cooperation. We need each other.

Teacher Hera Brown describes how David 's leadership affects her work in a tranfromative manner:

> David allows autonomy. The payoff for going to meetings (professional development meetings outside the district) is terrific. It affects the vitality of the teacher and it's terrific for the kids. Teachers can share their knowledge with them. The district benefits. David understands that.

Roberta Harris is excited about the Foreign Language department's future as a result of having been given more autonomy by David:

> We can see one department on the brink of some really good changes! We worked out our personality quirks: David for us and we for him. On our questionnaire (for an accrediting association) we mentioned the issue of his availability and whom he serves. He responded with Michelle (David created an assistant chair position for Michelle in foreign languages). Morale is good. This is a school with feeling.

The productivity and achievements of David's departments can be attributed in part to his leadership strategies. Teachers have opportunities to develop leadership opportunities (Michelle, for example, as assistant chair) in curriculum and instruction. Autonomy and trust, whether in the classroom or the departmental offices, appears to encourage collegiality as well as other cooperative and supportive behavior. These outcomes suggest an innovation in Roberta's department obtained through David's transformational leadership. David also "delivers" resources such as supplies and ideas in enchange for credibility as a "transactional" leader..

Hamilton High: Bill Henry, Science Chair

Bill Henry, biology teacher, is the department chair of the 28 teachers in the Science department. He has been the chair for 22 years and a teacher in the district for 28 years. His administrative, teaching, and supervisory loads are distributed much like David Heintzelman's. Administration takes about 40% of his time; teaching 25%, and supervision 30%. As a senior member of the faculty as well as the department, Bill has an additional leadership role among the entire faculty. He is also a valued consultant for his principal who has been at Hamilton for only two years.

> **Bill describes his view of his position as chair and several of his goals**:
> My goal is to be one of them (the teachers). I happen to have this responsibility rather than teaching four classes. They asked me to apply for the job of department chair. I didn't seek it. My biggest concern is that I have been department chair for so long. (he believes other people in his department could do the job equally well). In my department I try to cultivate full confidence with me and with each other. I want them to be willing to make mistakes. They can ask for advice, but no one should feel threatened. Even the physical nature of the office helps. Teachers are sitting near each other. Science people do not seem to competitive. They are team workers. This carries over to the kids.

> **Lucia Bradley, Principal, supports chairs as instructional leaders:**
> My role as the dominant instructional leader is unrealistic. With department heads, instructional leadership is a shared role. Governance is not always top down or bottom up. There are trends and issues going on which need to be studied. chairs are too busy servicing departments every day. They need time to reflect as do teachers to maximize their potential....I depend on chairs. They are the voice for their departments on academic issues, moral issues, concerns, and frustrations. If a decision is to be made here, I depend on their perceived wisdom.

Teacher Ralph Maxwell describes the position of chair and how department members expect to be consulted about administrative policies affecting them:

> The department chair is part of the power structure, in the positive sense. Curriculum or academic issues are met through joint action of the chairs with the administration...I don't think anything would happen if not for the consensus of the chairs. This has evolved over the years. Any time Bill pulls an outside move, he answers to his own department. We let him know it!

Teacher Jack Garrett agrees:

Department chairs protect our rights in the department and express academic concerns to the administration to make sure we get our fair share of the budget, attention or whatever comes down...Demands are not effective in this place. We have always been involved in planning curriculum. Programs have always come from below, not above.

Bill Freeman explains Bill's transformational leadership strategies which reflect concern for individual interests, abilities, and professional growth:

Decisions about who teaches what is based on what you want to teach. The department head asks you what you want. I've always gotten what I've asked for. What I feel I ought to teach is based on my expertise. I have been teaching level 1 and 2 students (lowest levels). I needed to get relief from level 1 kids. It is hard to move someone new in. Bill offered me 4 level physics. He honored the spirit of what I needed. At the last evaluation, he saw way more than I did. I need to have interesting challenges...He saw the problem before I did.

Teacher Ralph Maxwell describes what excites him about teaching at Hamilton:

I am excited to be here for another 10 years. The district in those 10 years will be demanding. The things the district will allow me to do during that time will keep me functioning near the top of my level of personal satisfaction. I feel that I can make a contribution to something important.

New teacher Christy Anderson, describes her introduction to the Science department and Bill's mentoring program:

I was introduced to people in the department who could be mentors. There was not formal assignment of mentors. Two members of the department who taught the same subject helped me. Everyone in the Physics area shares and is helpful. People will drop things to do things for you. You feel compelled to do the same for them. They will walk with you to help you get something. You want to reciprocate.

Bill Henry's ability to develop meaningful and productive exchange relationships with his department as well as with his administration enable him to be effective as an instructional leader and "middle manager" in his school. He is able to communicate, facilitate, interpret, and coordinate information, policies, advice, and support to both those above and below his position.

Teachers' commitments to personal and departmental projects reflect energy as well as pressure to be successful. Both teachers and administrators appreciate Bill's transformational role as one of teaching teachers, serving teachers, inspiring teachers, "dreaming" with teachers, and shaping teachers to improve and enhance the qualities and goals of the school.

Edison High: George Kennan, Social Studies Chair

George Kennan has been teaching Social Studies in the district for 30 years. He has been chair for 13 years. In addition to teaching two classes, George supervises a skills development center which he helped design a few years ago. He also enjoys creating interdisciplinary projects with other departments, problem solving activities such as difficult scheduling issues, and other innovative projects. George describes his job at Edison:

> We are principals within our own areas. I develop my budget. I control the curriculum and staffing. Hiring and firing goes from me to the principal and to the director of personnel...We respect each other's opinions. We come up with good people Chairs won't let people into the department unless they want them...this is the most challenging job in the district. You straddle the line. You have administrative commitments and you are a teacher advocate.
>
> As a department chair, I don't have to be the smartest or most knowledgeable. But I do have to be able to recognize the expertise people have and use it. I need to draw their talents out from them and give them leeway. I do have a controlling element of expecting them to have guidelines, but I do not want to destroy their sense of creativity. I need to bring that creativity out and develop that. The department benefits.

Richard White, Principal, explains his "transactional" and "transformational" expectations of department chairs:

> The primary role of the department head is that of instructional leader. They are managers also. They are to manage the department so that it runs efficiently and effectively. The chairs also must provide the most appropriate leadership for each individual student in their department. They must keep abreast of education, providing and producing creative ideas, fostering creativity among the staff, and supporting instructional innovations among the faculty...They are 'mini-principals' of their departments.

Paul Johnson, teacher, describes his view of George's role as chair:
It is middle management. There is a lot of autonomy and responsibility. There is a certain amount of independence within the framework of the job...The chair has a lot of control over what is going on in this area. He is the instructional leader for the department. He has impact on people as a leader and as a guide...The chair tries to set or develop a cohesiveness on policy or goals and objectives among the people of the department. He tries to find some communality.You (chair) are the filter for the department: they bring concerns to you and you are the advocate...The department chairs have a hard road to walk.

New teacher Claire Porterfield expresses her appreciation of George's delivery of "services" for classroom support:
George gives me constructive criticism. He is a mentor for me and helps me develop guidelines for instruction...I have no restrictions on my curriculum and he provides me with enough resource materials and budgetary requests for my classes.

Dick Nelson, teacher, explains how teachers respond to George' requests for help through the exchange process:
We get some administrative assignments as teachers. I am on the Physical Plant committee. We are expected to do it. But, you want to in the sense that you might feel that you were missing out on something if you didn't. Some responsibilities I don't want to have; some I do. In the department we want to see some benefit from what we are asked to do. We are selfish with our time. If I am overburdened, I will tell George that I cannot do it. He won't expect you to do it. We've got the best department chair in the building. George shields us from a lot. In the role of the 'conduit,' he knows when we would be upset if he told us everything that was going on.

Mike McIntosh, teacher, further explains the exchange process:
George goes out of his way more than other chairs to have the schedule reflect the teachers' wishes. He listens to us and tries hard to do what he can for us. We, in turn, are willing to do any job he asks....This is the most cooperative, enjoyable, rewarding professional group I've been in. We have a sense of common mission. We get a special cooperative effort from everybody. It is a family feeling. We have common goals and common concerns. Professional disagreements are not a primary issue. George tries to foster than environment...The department serves the needs of the kids in this department. We try to have the best impact on the kids that we can. The kids feel that we are really concerned about them and their needs -- not only academics and courses, but ethics and values.

Exchange relationships at Edison High emphasize the critical "middle manager" role that George Kennan plays as department chair. The chair is a strong instructional leader whose role is perceived to be that of department advocate not only by his department but also by administrators. As teacher advocates, both George and Bill are more adversarial when working with administrators than with their department.

George is sensitive to his role as teacher advocate. He delivers services and materials requested by his department. But he is also a consensus builder between his staff and the administration. He supports administrative interests within his department by using persuasion and personal example. As such he fulfills the critical leadership role of "linchpin", "bridge," or "link." which enables both groups to work more closely together. His leadership role is transformational when he helps develop new programs within his department and within the school. It is transactional when he gives teachers choices of assignments and when he tries to obtain goods and services for his department within a competitive school environment of departmental "fiefdoms".

Lincoln High: Peg Curry, English/Speech/Fine Arts Chair

Lincoln is one of several schools in a large high school district. Peg Curry has been teaching English and Speech in the district for 15 years. She has been chair of the English/Speech/Fine Arts division for 5 years and has been at Lincoln High for 6 years. While relations between her school and the central office have at times been difficult, Peg takes comfort in the supportive environment of her administrators:

> We have the best possible school in the district for offering us a climate where teachers are safe and valued. I would hate to leave and give up a chance to work for Carl (principal) and Bill (assistant principal)...This is a caring community.

> **Peg describes her role as division chair**:
> I see myself as a facilitator. I see teachers as experts and my job as helping them be the 'best that they can be.' I feel that I have improved a divided department by building relationships with people who didn't want me as chair. I have tried to establish trusting relationships so that teachers will believe what I say and know I'll do what I say I will do. I care about instruction and I hire for the 'right people' in the department.

Assistant Principal Bill Collins describes the position of division chair:
The principal is to an elementary school what a division head is to a high school department. The most important administrative persons other than the principal are the heads. They are the principal persons for that group of people in the department. The responsibilities of the principal the division heads are parallel. They have exactly the same rhythm and direction although one is more contained than the other.

Principal Carl Douglass explains how Peg works with exchanges:
We try to imbue our own philosophy in others by modeling our own expectations. We want to establish relationships and we care about what we model. Peg meets that expectation and more. She is incredible as an individual. She has outstanding personal skills and is able to establish relationships. People will do anything she requests if she or we need to get it done. She will say 'I need your help' not 'we will do this' which is (a strategy) based on untold hours of what she has done for them. Her primary job is to establish good relationships with parents, students, and teachers.

Teacher Bev Ward describes Peg's ability to accommodate and support teachers:
Chairs are resource persons. With the budget, good chairs can squeeze out extra money with the help of the administration. Our program operates well because of Peg. Peg gives us freedom. She trusts us and is non-judgmental. She asks: 'What can I do to help?' She will touch back with you and ask how things worked. If things aren't working, she will say, 'What would you like to do now to change things?' Mistakes are never a personal defeat. You are not blamed for things that did not work out.

Teacher Frank Fisher agrees:
It's nice to have someone with authority to say 'good job' or 'don't' worry about it.' Teachers receive enormous support from Peg...She is doing whatever she can from an administrative point of view to help them out....Peg 'gives us our head' to experiment and we get excited about it. We still have traditional teachers on the staff but Peg aligns with both groups, encouraging both to do what they do best. It's okay to be either one.

P.D. James, a Speech teacher, comments on Peg's ability to get help from teachers with tasks via exchanges:

> I was at a meeting with the principal and Peg about the learning outcomes. Can you imagine anyone saying 'no' to Peg? The message was simplified and to the point: 'this is do-able.' Okay, fine, I'll do it. I don't believe in it, but I'll do it for her sake...We may not believe in it but we'll do it to help her out.

Teacher Elizabeth Taylor does the same:

> If Peg asked me to do a Writing Day, I'd probably do it. It would be important to her if I did it. She has accommodated me in a number of ways. She would be there to help me. She would appeal as one person to another. I would be able to count on her.

Teacher Janet Giles, describes Peg's influence on herself and the department:

> Peg is the key factor in how well the department works together. Peg is encouraging, supportive, and positive in her approach. She gives teachers freedom to be the best they can be without feeling constraints. She is open to new ideas and she encourages us to generate personal and professional growth...Things filter down. Peg does this for me. She affects me. Her support of me enables me to nurture students. Students are treated too much like adults. They need real basic things...a continuation of the nurturing experience.

Peg Curry has one of the most demanding schedules of any chair in this study. She has many responsibilities supervising three departments. Her time is constantly being used to respond to multiple situations: those within the departments, the school, and the district. The pleasant side of her job is working with the principals and with her teachers. Communication, delivery of services and praise; trust, credibility and collegiality are common aspects of her leadership strategies. In return, she earns teachers' and administrators' support and help through exchanges.

CONCLUSION

The purpose of this study was to explore the leadership strategies of four exemplary high school department chairs. With limited formal authority, these chairs, as middle managers, attempted to fulfill the considerable expectations of their administrators and teachers. Findings of this study extend beyond the definition of specific leadership

practices of the chairs. These strategies as well as personal qualities contributed to the development of informal authority of the chairs. However, it is the exchange model which broadens the focus of this study beyond leadership practices and personal qualities of department chairs in individual school contexts.

The exchange model presents a new perspective of high school department chairs as instructional leaders. The personal strengths and complex behavior of the chairs as they engaged in multiple exchanges with teachers and administrators suggest that department chairs can play a larger role in the administration of most high schools than is commonly recognized. The chairs who were observed in this study demonstrate the potential of this position in high school leadership. As middle managers, chairs can assert pressure through their exchanges with those above and below them as well as absorb it. As "linchpins" they can synchronize behavior rather than than be squeezed by the behavior of others.

Chairs in this study shared leadership with teachers in their departments and gained both satisfaction and pleasure from their teachers' successes. By means of personal qualities and varied exchange relationships, these chairs were able to persuade faculty members to contribute their time and talent to cooperative and productive activities. These chairs did more than develop strategies to accomplish their own tasks. They challenged and "transformed" teachers to assume leadership responsibilities within the department and within the school. They urged them to experiment with new ideas and to share successes and expertise with their colleagues. The outcomes of the exchanges contributed to either transactional or transformative behavior. Transactions or exchanges which implemented traditional or routine tasks "made the wheels move forward." Transformations or shared innovative goals made the wheels "take flight."

The chairs were not considered "charismatic" or dynamic by their colleagues. They were more often described as "helpful," "resourceful", and "caring." They were considered to be more organized, systematic, or persistent than "stimulating" or intellectually demanding. They usually kept a low profile outside the departments. Few

parents or students knew who the department chairs were. Yet, these chairs enabled teachers to develop visions, goals, and collaborative relationships often characteristic of transformational leaders. Loyalty, trust, a sense of community, and commitment were outcomes of many of the "transformational transactions," largely because chairs offered service, autonomy and collegiality in return for them.

SUGGESTIONS FOR FURTHER STUDY

Because of the limited sample size and constraints of the sample size in this study, future attempts to apply the exchange model to other school systems should be explored. If the exemplary chairs in this study can be considered role models for the position of department chair, more data must be collected in a variety of school settings. The personal skills of the four chairs in executing the exchange model did not depend on the financial strength of the school district or the strong support of schooling within the community. Other chairs within the same school who had the same material advantages did not have the reputation these people had as exemplary instructional leaders. The opportunity or potential for department chairs to develop excellence in instructional leadership may be found within the confines of many school environments. Future research in testing those assumptions as well as those implicit in the exchange model lies in these directions.

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